DOCUMENT RESUME

ED 324 786 EA 022 315

TITLE	Schools in the Year 2000: A Futurescape.
INSTITUTION	Washington State School Directors Association, Olympia.
PUB DATE	Oct 90
NOTE	38p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Academic Achievement; Agency Cooperation; Boards of Education; Budgeting; Community Involvement; Cooperative Education; Curriculum Development; Educational Administration; *Educational Assessment; Educational Environment; Educational Needs; *Educational Objectives; *Educational Policy; Educational Technology; Facility Improvement; *Futures (of Society); Governance; Institutional Mission; Long Range Planning; Parent Participation; Resource Allocation; *Role of Education; School Business Relationship; Staff Development; Statewide Planning; Student Needs
IDENTIFIERS	*Washington

ABSTRACT

Thirteen vision statements that describe an ideal system of public education to be implemented in Washington by the year 2000 are presented. The statements are based on four themes: performance outcomes; student education plans; parent, community, and business involvement; and interagency collaboration. Performance goals and strategies to measure the progress of each vision statement are included. The vision statements address the following topics: students; learning environment; social needs; teaching; curriculum; technology; facilities; funding; resources; business community partnerships; school boards' leadership role; governance; and school family relationship. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED324786

Schools in the Year 2000: A Futurescape

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

C. Namist

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Together, for the Children

EA 022 315

WSSDA

Washington State School Directors' Association

Schools in the Year 2000: A Futurescape

October 1990

Washington State School Directors' Association
200 Union Avenue S.E., Olympia, Washington 98501
(206) 753-3305 or 1-800-562-8927

Project coordinators: Larry Swift, WSSDA Executive Director, and
Chuck Namit, Director of Board Development and Strategic Planning
Editing and design: Judy McDaniel, Communications Director
Photography: Patricia Fridlund, Tacoma Public Schools
Copyright 1990

Contents

Creating the Futurescape 3

Students 8

Learning Environment 10

Environment/Social Needs 12

Teaching 14

Curriculum 16

Technology 18

Facilities 20

Funding 22

Resources 24

Business-Community Partnerships 26

School Boards' Leadership Role 28

Public Education Governance 30

Parents and Families 32

The following school board members contributed countless hours, energy and ideas to the development of this futurescape of education.

Ruth Bare .....Selah
WSSDA President

Thelma Jackson .....North Thurston
WSSDA First Vice President

Esther Stefaniw .....Manson
WSSDA Second Vice President

Karen Taylor Sherman ..... Issaquah
WSSDA Immediate Past President

Terrie Beaudreau ..... Spokane

Kathleen Butcher .....Mill A

Mary Jo Butterfield ..... Cape Flattery

Gerald M. Chapton ..... Eastmont

Buster Dight .....Bainbridge Island

Fritzi Donaldson .....Concrete

Jama Lea England .....Manson

Donald Eyman ..West Valley (Yakima)

Phyllis "Bunker" Frank .....Yakima

Sandra Gaither ..... Tahoma

Anne Golden .....Walla Walla

Sandra Gray .....Tumwater

William Heft .....Skykomish

Joe Herber .....Sunnyside

Bill Houchin .....Finley

Robert Hughes .....Lake Washington

Werner Janssen ..... Cascade

Karen Johnson ..... Raymond

Phillip Kitchel ..... Quillayute Valley

Jeff LeCompte .....Finley

Mark Mahnkey ..... University Place

Carol Radke ..... Bellingham

Robert Ransom ..... Shoreline

Don Reynolds ..... Colville

Edwin L. Roalkvam ... Franklin Pierce

Nancy Robertson ..... Federal Way

Ann Saari ..... Ocean Beach

Tim Schmidt ..... Easton

Mary Scott .....Issaquah

Bob Simmons ..... Kelso

Katie Szurek ..... Onion Creek

Susan Trimingham ..... Bellingham

Linda Urquhart .....Spokane

Marguerite Walsh ..... Oak Harbor

Jean Wasson ..... North Kitsap

Keith Wilson, ... Lakewood

Schools in the Year 2000: A Futurescape

The Washington State School Directors' Association presents its vision of what the state's public schools will be in the year 2000.

For this description to become reality, local school boards must set measurable performance goals and design strategies to reach those goals. To aid boards in planning for their individual districts, performance goals and strategies are suggested for each of thirteen vision statements. School board members can lead the schools in their local districts toward this futurescape by selecting, from this list, the goals and strategies which fit their communities and adding others which specifically address local needs and desires.

Creating the Futurescape

Our public schools have more critics suggesting ways to reform them than any other social institution in our republic.

Studies support the critics. To mention only a few, there are studies on the numbers of high school dropouts; on the numbers of students abusing drugs and alcohol; on the numbers of teenage pregnancies; studies on the defects in curricula, inadequacies in our facilities, inadequacies in the preparations of our teachers, inadequacies in our funding, etc.

For every critic there is an education leader with a proposal to remedy or improve the defect or shortcoming that critic has found in public education. Their proposals redesign the curricula to give students more and better career choices; build modern school buildings and facilities; hire better trained teachers; provide more funding; and on and on and on.

In reading these proposals the members of the WSSDA Board of Directors failed to find any one which tackled our whole system of public education and assured that it would meet the needs of all students.

So, in 1989, the WSSDA Board of Directors asked the Association's Educational Program and Vocational Education Committees to study public education in the State of Washington, describe what that system should be like in ten years and identify specific ways local school board members can lead the changes needed to make that vision a reality by the year 2000. A monumental task, but one which was approached with a great deal of enthusiastic concern for protecting the interests of all students.

This document, or futurescape, is our proposal.

Our 13 vision statements describe an ideal system of public education that will be in place in the State of Washington by the year 2000.

An impractical dream?

Not at all.

The futurescape is based on ten fundamental beliefs of school board members who are committed to children. It describes in detail how board members can lead the public schools to fulfill their basic mission which is to **"meet the diverse educational needs of all children and to**

empower them to become competent, productive contributors to a democratic society and an ever-changing world."

Belief Statements

Washington State School Directors' Association

We are committed to children, therefore we believe:

- All children can be successful learners and we recognize that there are significant differences in the way individuals learn.
- All children should have equitable access to a quality education.
- The best education is tailored to the individual needs of the child.
- A well-educated public is the foundation for a democratic way of life.
- Education must help children to develop the skills to adapt to a changing world and to become lifelong learners.
- Children's education decisively impacts their economic well-being and that of their families and their society.
- Public schools create the best learning opportunities for children by cooperating with families, business and the general community.
- Educational professionals who are respected for their skills and committed to children's education are vital to the success of schools.
- Children are most successful in schools which have clearly-defined performance goals and are accountable to their communities.
- School board members, as elected leaders, are most successful when envisioning more effective schools and developing strategic plans to achieve them.

Before beginning work on the 13 vision statements, we searched through national and state reports for common themes and proven solutions. What we found were four predominant themes — commonly talked about, less commonly practiced. These global themes were used in crafting our 13 vision statements for Washington State.

These four themes are woven throughout the futurescape and serve to unite a complex document into an achievable plan.

- **Performance Outcomes**

We should be thinking of our schools in terms of performance outcomes not just the "inputs" of dollars and time that we commit. Test scores are obvious outcomes. But attitudes and opinions are also important outcomes which are linked to the success of schools. Of course the most important outcome is what happens to students after they leave school.

- **Student Education Plans**

Successful education is personal. It adjusts to the needs and learning style of each learner. While there must be a common core of skills and knowledge that every learner masters, each student must be challenged to meet his or her own potential. Education plans for each student will assure that each student's mastery of the core skills and

knowledge fits his/her learning style. It also will assure that each student is challenged to perfect his/her own unique talents.

- **Parent, Community and Business Involvement**

There is increasing recognition that schools cannot be successful if they work in isolation. They need the active participation of parents and others in the community to achieve the outcomes for students which society expects.

- **Interagency Collaboration**

It is clear that demographic changes have put a major portion of our students "at risk" of failure for social, welfare and health reasons. Increasingly, education leaders recognize that they must work with other social service systems in order to remove health and welfare barriers which interfere with students' learning. Such cooperation does not require schools to take over those functions, merely to collaborate with the various systems.

Futurescape incorporates the ideas and foresight of school board members from all parts of the state.

Even with all of this, Washington State's futurescape of education might have been a wonderful but impractical dream if we had ended our work with just the vision statements. Instead we went on and suggested ways to measure progress for each vision statement toward what has been described. These measures are called performance goals. We also suggested strategies which school board members can use to lead their districts toward the achievement of the goals they select for their districts. Which goals are adopted and which strategies are tried will vary from district to district.

An early draft of the futurescape was sent to every school board member in Washington. Each local school board was asked to schedule time on the agenda of one of its meetings to discuss the vision statements.

Hundreds of board members complied with this request and all comments were reviewed during a joint meeting of the Educational Program Committee, Vocational Education Committee and Board of Directors. The result is a futurescape that incorporates the ideas and foresight of school board members from all parts of the state, all sizes of school districts and all types of communities.

The WSSDA Board of Directors believes that this futurescape is a proposal that will help school board members solve the problems critics find today in public education in Washington State. It will also serve as a foundation for the policies WSSDA's board lays down for the 1990s, for programs WSSDA staff develops for local school boards during the 1990s and for the legislative positions WSSDA introduces during the 1990s.

Consequently, if any elected Washington state official or appointed Washington state agency head, any school administrator or teacher, any student or parent, any member of a local school board wishes to know in advance what the focus of WSSDA actions will be, he

or she need only read these 13 vision statements.

From this statewide vision a local school board will be able to adapt each vision statement to the needs and resources of its own district, establish the specific goals that can be used to measure the local success of each vision statement, decide which goals to encourage other levels of government to adopt and develop the special strategies that will make the vision statement a reality.

Some of the suggested goals and strategies cover a broader area of responsibility that that of a local school district. However, local support will determine whether those goals are accepted and implemented.

School board members will be molding a school system that meets the diverse needs of children.

To make the task of implementing these vision statements easier for local school board members, the suggested goals and strategies are printed in a format that allows space for each school board to note the adaptations for its local district. These goals and strategies are illustrative and not intended to be a comprehensive plan for all schools.

But school board involvement doesn't stop there. Local school board members will need to take their copies out each year, read again the vision statements for their districts, decide whether or not the goals they have set are still applicable, measure their achievements so far and make necessary revisions to the strategies for implementing them.

As a part of this annual review, boards must ask: Is there anything to report to our constituents? What is the prognosis for achieving this vision by the year 2000? Do any of the vision statements, goals or strategies need to be changed? What other actions are needed to support statewide or national changes?

As school boards lead their districts and the state into this futurescape of education, they will be molding an education system that meets the needs of both today's and tomorrow's children.

The mission of the public schools is to meet the diverse educational needs of all children and to empower them to become competent, productive contributors to a democratic society and an ever-changing world.

Futurescape: Students

The year is 2000 . . .

Students attend schools which are student-centered in philosophy, organization and practice. Each student has an educational plan developed in partnership with education professionals and parents to achieve the student's individual social and academic potential. However, these plans also include the student's mastery of a common core of knowledge and skills. These include the basic academic subjects, as well as the development of the full range of the students' thinking skills, their creative capacities and those attitudes which help students adapt to the demands of a constantly changing world. The students are capable of responsibly exercising their personal, political and economic freedom. Students are prepared for the next stages in their personal education and occupational development and have a foundation for lifelong learning.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

(Select and/or add ways your district will measure the achievement of this vision.)

- ☐ Each student has an educational plan designed to develop his or her potential beyond the common core of knowledge and skills.
- ☐ All students demonstrate at least 80 percent proficiency in all tests of the common core of knowledge and skills.
- ☐ Follow-up surveys of students two to five years after they complete school show students believe they were well prepared for the next stages of their development.
- ☐ Opinion surveys reveal a regular increase in adults participating in some form of systematic learning.
- ☐ Citizens in the 18-25 age group out perform older age groups in their participation in elections and other measures of social responsibility.
- ☐
- ☐
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ School staffs will adopt mastery teaching-learning techniques to assure that students master core elements of the curriculum before proceeding to the next level of learning.

Activities	By (date)	Who is responsible?

☐ The school board, working with the staff, will describe the goals of this vision statement in terms of outcomes expected for student performance.

Activities	By (date)	Who is responsible?

☐ Using the school self-study process, school staffs will develop a plan to shift to a student-focused system based upon individual student educational plans.

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

Futurescape: Learning Environment

The year is 2000 . . .

The school learning environment is flexible in terms of time, place, pace and learning style. Student performance, rather than clock hours, is the measure of success. "Schooling" occurs in such diverse environments as offices, factories, out-of-doors and homes, as well as in school rooms. Students' educational plans permit them to pursue goals at different rates. Students also have access to a variety of resources and teaching strategies which fit their diverse learning styles.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

(Select and/or add ways your district will measure the achievement of this vision.)

- ☐ Most student progress is measured by demonstrated competence rather than clock hours, or courses and grade levels completed.
- ☐ All students achieve some portion of their educational goals outside the conventional school setting.
- ☐ In addition to the common core of knowledge and skills, all students' educational plans include additional goals which are appropriate in quality and difficulty to their different abilities.
- ☐ Members of instructional teams are able to describe how the learning program is adapted in terms of time, place, and pace to fit the learning styles of different students.
- ☐
- ☐
- ☐
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ School staffs will design nongraded, competency-based systems for assigning and working with students.

Activities	By (date)	Who is responsible?

☐ School staffs will develop techniques such as student portfolios to assess student work in addition to conventional tests.

Activities	By (date)	Who is responsible?

☐ The school district will survey businesses and other agencies in the community for possible learning sites for some students' educational goals.

Activities	By (date)	Who is responsible?

☐ The school district will encourage staff to explore alternative ways of organizing students' learning by providing time, recognition and rewards for risk taking and innovation.

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

Futurescape: Environment/Social Needs

The year is 2000 . . .

School is the most inviting place in the community. It provides a caring, considerate environment that gives attention to the needs and development of the "whole student." School practices actively encourage and model respect, honesty and ethical behavior. The atmosphere is free from insult, discriminatory attitudes and malice. A sense of unity is synthesized from the diversity of the student population, making school the focus of student and community activity.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

(Select and/or add ways your district will measure the achievement of this vision.)

- ☐ Surveys of staff, parents, students and community members show that schools are a desirable place to be and are seen as successful in preparing students for their adult lives.
- ☐ All students successfully complete their educational plans.
- ☐ All schools are free of barriers to learning, such as drugs and violence.
- ☐
- ☐
- ☐
- ☐
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ Each school self-study will evaluate the physical and psychological environment in terms of its attractiveness to students and staff.

Activities	By (date)	Who is responsible?

☐ The school district will develop training and evaluation procedures for all personnel which promote positive behavior and self-image for students in all learning activities.

Activities	By (date)	Who is responsible?

☐ The school district and community-based social services will cooperate in reducing the barriers to student learning through such programs as child care, alcohol and drug counseling including after-care programs and community drug education and enforcement programs.

Activities	By (date)	Who is responsible?

☐ The school district will promote lifelong-learning experiences through locally identified and sponsored community education programs. These programs will include services to adults to help them perfect their skills and knowledge to meet changing job requirements or to improve the quality of their lives.

Activities	By (date)	Who is responsible?

☐ Schools will incorporate "character education" into the curriculum as the means of building students' understanding and commitment to fundamental social values such as; honesty, personal responsibility, civility, etc.

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

Futurescape: Teaching

The year is 2000 . . .

Teachers are valued by students, parents and the general society. Teachers oversee the learning process, facilitate classes and prescribe activities for individual students through their student educational plans. They direct the learning of students and are expert in this role. Teachers assess student needs, diagnose problems, design instructional strategies and evaluate student performance. Teachers are well versed in the subject area for which they are responsible. They team with other staff whose combined subject matter knowledge and teaching skills are able to meet the diverse needs of students. They employ state-of-the-art technology in their task of directing learning.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

(Select and/or add ways your district will measure the achievement of this vision.)

- ☐ The program approval standards for the state's teacher training institutions require that all graduates demonstrate the ability to develop and manage student educational plans and to use a wide range of teaching skills and technological tools to facilitate learning in a student-centered environment.
- ☐ An assessment program recognizes exceptional teachers who exceed minimum state certification standards and who can share their knowledge and skills with other teachers as well as teach students.
- ☐ Regular surveys of teachers and principals reveal a steady increase in the proportion of teachers committed and able to: (1) organize the instructional program to meet individual needs of students, (2) work with a staff team in teaching students and (3) use technology to increase teaching efficiency and learning effectiveness.
- ☐
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ School staffs will undertake a program of self-development and commitment to a student-centered system and will be rewarded with additional resources and compensation.

Activities	By (date)	Who is responsible?

☐ The school board and staff organizations will develop ways of assigning and rewarding staff to increase both mentoring and collaboration among the staff.

Activities	By (date)	Who is responsible?

☐ Staff development programs, planned with school district support, will focus on programs that enable teachers to: (1) change their teaching practices to accommodate the principle that all students can learn the common core of knowledge and skills, and (2) broaden their repertoire of strategies to permit them to adapt the educational program to the diverse needs of individual students.

Activities	By (date)	Who is responsible?

☐ Through their organizational representatives on professional education advisory boards at each university, the school board, administrators and teachers will insist on a substantial reordering of the teacher training curriculum to include skills in developing individual student educational plans, working in an instructional team and using instructional technology.

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

Futurescape: Curriculum

The year is 2000 . . .

The curriculum anticipates that each student will develop his or her individual potential by pursuing the personal educational goals in his or her student educational plan in addition to a common core of knowledge and skills. Consequently, students are empowered learners for the rest of their lives. Common curricular goals are designed to enable all students to develop and demonstrate competence in reading, written and oral language skills, math, science, social studies and the arts. These curricular goals are sequentially arranged to permit students to progress logically from one goal to the next. The curriculum recognizes and provides opportunities for the development of the several different kinds of intelligence which students possess. Students recognize the relevance of what they learn and are able to apply their knowledge to on-the-job and real life experiences.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

(Select and/or add ways your district will measure the achievement of this vision.)

- ☐ Each school has a procedure for integrating the common curricular goals with the additional personal educational goals in each student's educational plan.
- ☐ All students possess the skills and attitudes necessary to be successful on the job and in society.
- ☐ All students acquire the skills and knowledge necessary to cooperate as well as compete successfully with their peers in other industrialized nations.
- ☐ The school district offers "applied academic" opportunities to students as one means of developing math, science and language-arts skills that can be directly used in the work place.
- ☐ Learning opportunities and assessment practices are divided for each of the following areas of intelligence: verbal, visual (spatial), logical (math), kinesthetic (body), musical, interpersonal and intrapersonal.
- ☐
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ The school board will initiate a review and revision of the curriculum to assure that the common core of knowledge and skills are clearly identified and that procedures are available to augment that curriculum through student educational plans.

Activities	By (date)	Who is responsible?

☐ The school board will focus resources on staff-development programs assuring that the staff clearly understands, and has the skills to achieve, the district's curricular goals.

Activities	By (date)	Who is responsible?

☐ The school board will establish job preparation as an important goal of many courses, since career preparation is accomplished largely through the basic learning process.

Activities	By (date)	Who is responsible?

☐ The school district will encourage the expansion of "applied academics" in the curriculum. Such courses will include basic math, science, language and social study objectives, but are taught in ways that permit students to apply academic principles to common assignments found in the work place. The work place will provide alterative ways for students to master curricular objectives.

Activities	By (date)	Who is responsible?

☐ The school district will encourage instructional strategies which are sensitive to multiple cultures and ensure equity and access to effective education for all children.

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

Futurescape: Technology

The year is 2000 . . .

Students and staff use state-of-the-art instructional technology to enhance student learning and to assist the staff in directing the instructional program and managing the schools. Technology's greatest value is as an instructional tool for teachers. It has a wide range of applications including providing drills for individual learners, giving teachers and students access to information data banks and providing complete instruction for certain segments of the curriculum. Consistent with their educational plans, students are able to study a subject when they are ready as well as receive instruction at a pace suitable to their needs and at a time and place generally convenient to them. They receive instruction in a format best suited to their learning style. Student records are stored in a central data base easing the tracking of individual student performance. Parents and others in the community understand how to use technology and the role it plays in instructional services.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

(Select and/or add ways your district will measure the achievement of this vision.)

- ☐ The school district maintains an up-to-date technology plan for systematically acquiring the technology which is available to support instruction. Such plans include components for training staff to incorporate technology into instructional programs and other aspects of school operations.
- ☐ Technology-based instructional programs are used in the primary curricular areas.
- ☐ Each student has access to appropriate equipment and programs, including a variety of data bases, both to facilitate mastery of the core knowledge and skills and to pursue their personal educational objectives.
- ☐ Before completing school, all students master the use of various hardware and software applications to the point that the hardware is invisible to the task being performed.
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ The school district will develop a technology plan to identify what technological applications are needed, how they can be financed and when they can be introduced.

Activities	By (date)	Who is responsible?

☐ Schools will identify small teams to assess the technology options available to assist the staff in its work. In addition, team members will help design training programs to use the tools of technology and act as resources to help staff members as they increase their use of technology.

Activities	By (date)	Who is responsible?

☐ Schools will provide regular training programs for parents to enable them to learn how technology is used to support their students' instruction.

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

Futurescape: Facilities

The year is 2000 . . .

The school is a center that provides to students the services they need to be successful learners and, ultimately, productive citizens. Schools are safe, accessible, inviting facilities and their design is flexible enough to respond to program changes and staff creativity. Facilities belong to the community and are available for alternative use during nonschool hours. Similarly, students receive instruction in the facilities owned by businesses, community agencies, vocational-technical centers, community colleges and universities, as well as in their own homes. Schools are used throughout the year either to extend the year for some or all students, or to use space more efficiently.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

(Select and/or add ways your district will measure the achievement of this vision.)

- ☐ All school facilities are designed to adjust to changing educational programs, to use appropriate technology, to assure a safe environment and to assure access to all citizens.
- ☐ There are no unhoused students and the state's revenue sources dedicated to school facilities are sufficient to meet its portion of the cost of school construction and modernization.
- ☐ School facilities are used for a wide range of school and community activities, such as child care and development programs, on an average of 12 hours a day and 12 months per year.
- ☐
- ☐
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ The school board, with state assistance, will design schools as sites for ancillary services: day care, latch-key, preschool, comprehensive and early intervention programs, school-site clinics, parent training classes and other social services.

Activities	By (date)	Who is responsible?

☐ The school board will identify and lobby for an additional state revenue source dedicated to school construction, renovation and maintenance.

Activities	By (date)	Who is responsible?

☐ The school district will plan school designs that allow for the incorporation of the best technology for students, staff and community needs.

Activities	By (date)	Who is responsible?

☐ The school board will promote multipurpose and community use of all facilities in the evenings, on weekends and throughout the year.

Activities	By (date)	Who is responsible?

☐ The school board will investigate the feasibility of such alternatives as using space in adjacent school districts, offering "year-round" school options to students, offering afternoon/evening high-school programs and extending the school year for some students, both as a means of using space more extensively and providing more flexibility for students.

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

Futurescape: Funding

The year is 2000 . . .

Because education is a high priority at the state and local levels it is also a high priority at the national level. Consequently, school programs and facilities are fully and equitably funded. School boards have the same flexibility to use state school appropriations as the flexibility which they grant staff to conduct district programs and students to pursue their educational plans.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

- ☐ At least three percent of the federal budget is appropriated to fulfill the national government's commitment to the enhancement of research and equity in public education.
- ☐ The legislature provides the funding necessary to achieve the educational outcome goals that it has established for the schools.
- ☐ Voters contribute to the education of the community's children by providing the maximum local revenue permitted by law.
- ☐ No level of government imposes costs on lower levels without providing funds to pay those costs.
- ☐
- ☐
- ☐
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ WSSDA will promote the building of a coalition of all stakeholders to secure broad-based support for full and equitable funding for all facets of education.

Activities	By (date)	Who is responsible?

☐ The school board will advocate local flexibility in the use of funds—regardless of the source—for children's educational and social service needs. Similarly, it will extend that flexibility to staff and students in devising programs which respond to the diverse needs of separate schools and individual students.

Activities	By (date)	Who is responsible?

☐ The state legislature will conduct a systems analysis for the purpose of identifying the funding that is needed to achieve the legislature's educational expectations rather than financing schools on the basis of available funds.

Activities	By (date)	Who is responsible?

☐

Activities	By (date	Who is responsible?

☐

Activities	By (date)	Who is responsible?

Futurescape: Resources

The year is 2000 . . .

Public schools enjoy the support of the community because the schools are used and viewed as belonging to all citizens. Schools access all available community resources to enrich the educational options available to students. School boards develop policies that promote efficient and coordinated services to students and their families. Through partnerships with social and health agencies, community resources are utilized in unique ways that transcend bureaucratic requirements and the status quo. Time is viewed as a resource and its efficient and productive use by students and staff is as carefully monitored as the financial budget.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

(Select and/or add ways your district will measure the achievement of this vision.)

- ☐ Each school has a ratio of students-to-adults of not more than 15:1 through the use of paid para-professionals, citizen volunteers, parent involvement and student placement in business and community settings.
- ☐ The school district has partnership agreements with community service agencies or participates in cooperatives to assure that services which will enhance children's learning are efficiently and promptly available.
- ☐ Every program and service and each student educational plan is assessed in terms of the time required to complete it successfully as well as other resources which may be required.
- ☐
- ☐
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ The school board will enter into agreements with preschool programs, day-care providers, other school districts and post-secondary education providers to assist students' transition from one educational setting to another and to increase the educational options available to students.

Activities	By (date)	Who is responsible?

☐ The school districs will initiate private sector and school district partnership activities for enhancement of educational and career opportunities.

Activities	By (date)	Who is responsible?

☐ The school board will enhance personnel resources by:
(1) supporting aggressive recruiting programs (individually or in cooperation with other districts) for talented staff members with a particular emphasis on minorities;
(2) ensuring that each staff member's annual performance review includes a plan for professional growth; and,
(3) seeking a comprehensive state policy on salary appropriations which will assure that Washington schools can attract and retain the most capable employees.

Activities	By (date)	Who is responsible?

☐ The school board will enter into collaborative efforts with social, mental and health services agencies to assist both students and their families to eliminate obstacles that inhibit students' learning. Such services may or may not be in school facilities or coordinated by school personnel.

Activities	By (date)	Who is responsible?

☐ Schools will implement programs of peer tutoring which enhance the education of both the more experienced student tutors and the students they assist.

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

Futurescape: Business-Community Partnerships

The year is 2000 . . .

Business-community partnerships enhance students' learning, develop students' awareness of their democratic responsibility to contribute to their community and keep students and staff informed about the needs of the rapidly changing, increasingly competitive, global work place. These partnerships also help patrons in the community understand the continuous change in schools.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

(Select and/or add ways your district will measure the achievement of this vision.)

- ☐ Each student has the opportunity for an internship, community service project or some other learning activity in a business or community agency as part of his or her educational plan.
- ☐ Alternative certification permits individuals to shift in mid-career to teaching and other roles in education. Such alternative career paths assure the development and demonstration of the appropriate professional education skills.
- ☐
- ☐
- ☐
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ The school board will authorize a school-business-community council to facilitate student internships, projects or other learning activities in the community or in a business setting. Its function will be to diversify students' general and job-related learning opportunities but not to coordinate on-the-job training placements or to perform the role of vocational education advisory committees.

Activities	By (date)	Who is responsible?

☐ The State Board of Education will modifiy its professional education and certification rules to make it easier for people to bring their current knowledge and skills to schools by making career shifts into education. Such changes will be done with care to assure that people making such shifts have dev-eloped and demonstrated the skills necessary to be effective in schools.

Activities	By (date)	Who is responsible?

☐ The school board will encourage sufficiently large employers to invest in the education of their future employees by providing scholarships, giving support to education programs specifically related to their industry and providing release time for employees to attend parent conferences.

Activities	By (date)	Who is responsible?

☐ Schools and businesses will develop a process of career mapping for individual students. When properly implemented, these businesses will be encouraged to "adopt" students for the purpose of nurturing their educational-career needs.

Activities	By (date)	Who is responsible?

☐ The school board will make community service projects a required element of students' educational plans.

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

Futurescape: School Boards' Leadership Role

The year is 2000 . . .

School board members are advocates for children and public education. They effectively direct the affairs of their districts through their policy, planning and monitoring functions with a clear understanding of the difference between these governance functions and the day-to-day management of school districts. They develop a broad understanding of their role, the principles of learning and how school organizations can operate effectively by regularly participating in board development activities. They fulfill their responsibilities as elected representatives of the public through active communications with patrons and with local, state and federal policymakers. Furthermore, they involve parents and patrons in the district's planning.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

(Select and/or add ways your district will measure the achievement of this vision.)

- ☐ All school board members complete the WSSDA School Board Academy.
- ☐ The school board develops and continuously revises a strategic plan for the improvement of learning outcomes in the district.
- ☐ The school board establishes a procedure for monitoring compliance with its policies and progress toward its planned goals. These procedures include a regular review of the performance of the district superintendent and of its own performance.
- ☐ The school board adopts a communication plan for the district. The plan includes goals for board members and staff in communicating with their publics and state and federal policymakers regarding education issues.
- ☐ Surveys of the public indicate high confidence in the work of their school board and education staff.
- ☐
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ The school board will develop strategic plans which include clear performance goals and provide the opportunity for staff in each school facility to devise their strategies to achieve the goals.

Activities	By (date)	Who is responsible?

☐ School self-study projects, along with surveys of parent desires and expectations, will be used as a primary base of information for developing district goals and work plans.

Activities	By (date)	Who is responsible?

☐ Information systems will be used that track progress toward the district's goals. The school board, parents, staff and the community will use these to follow the schools' accomplishments rather than being confined only to the results of standardized achievement tests.

Activities	By (date)	Who is responsible?

☐ The school board will have a clear procedure for orienting new board members so they will understand current district plans and operations and which will permit them to identify what they hope to contribute to the district.

Activities	By (date)	Who is responsible?

☐ The school board will conduct regular educational forums involving the general public, opinion leaders in the community and legislators that will communicate the districts' needs and the outcomes of their educational programs.

Activities	By (date)	Who is responsible?

☐ The school board will use policies and strategies that ensure informed involvement of parents and community members.

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

Futurescape: Public Education Governance

The year is 2000 . . .

A thorough understanding of educational needs exists at all levels of government. It is characterized by a commitment to shared decision making. To encourage maximum responsiveness by schools to the infinite variety of student needs, each decision-making level minimizes the number of mandates it imposes on the levels below it. Policymakers at the federal, state and local levels direct the system through performance goals rather than detailed regulations that try to control the decisions of those who provide services to students. Similarly, education managers encourage staff members to accept responsibility for decision making and to use innovative strategies to achieve student performance goals. There is strong consensus among the many organizations in the education community. Their central focus is on improving the educational outcomes for students. As a result, policymakers at the state and federal level respect their counsel and restrain their inclination to prescribe techniques for managing schools and teaching students.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

(Select and/or add ways your district will measure the achievement of this vision.)

- ☐ The federal government establishes a small number of performance goals and assigns high priority through funding and visible commitment to the nation's effort to achieve them.
- ☐ The state establishes its expectations for the public school system and creates a system for monitoring progress toward their performance goals.
- ☐ The school board combines national and state goals with goals for the district through a strategic planning processes.
- ☐ Organizations of parents, professional educators, school boards and school staff collaborate on developing common positions on state education policy and in searching for improved ways of fostering student learning.
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ By policy and example the school board will encourage the decentralization of decision making and involve staff, parents and students in significant decisions which will affect them.

Activities	By (date)	Who is responsible?

☐ Members of education-related organizations will support the efforts to focus legislative attention on performance goals and student learning outcomes to give them the flexibility to devise programs and strategies which will best meet student needs.

Activities	By (date)	Who is responsible?

☐ Leaders of education-related organizations will meet regularly in an effort to fashion common education goals.

Activities	By (date)	Who is responsible?

☐ As a means of obtaining the confidence of state and federal policy makers, the school district will participate with school-related organizations in pilot programs, research projects and other efforts to change services provided to help students improve their learning.

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

Futurescape: **Parents and Families**

The year is 2000 . . .

Parents understand they are the first and most important teachers their children have. Parents understand their teaching role and know how to fulfill it from the time their children are born. Parental involvement is a significant part of each student's education. Parents participate in developing their children's educational plans and support teachers' efforts to direct their children's learning by providing assistance and the proper study environment at home. Parents are active learners themselves and are involved in the school as a means of demonstrating to their children the importance of education.

Where are we now?

(Briefly describe what is currently happening in your district regarding this topic.)

Performance Goals

(Select and/or add ways your district will measure the achievement of this vision.)

- ☐ All children are prepared to participate effectively when they first enter school.
- ☐ At least 90 percent of parents attend conferences, school programs, fund-raising activities, parent-organization meetings and volunteer at least once each year in their children's schools.
- ☐ The school district provides regular and substantial information to parents regarding child development and contributions they can make to their children's learning.
- ☐ All parents participate in the development of their children's student education plan.
- ☐
- ☐
- ☐
- ☐

Strategies

(Select and/or add strategies your district will use to move toward this vision. Add specific activities for each strategy and note deadlines and who is responsible.)

☐ The school board will use policies that encourage the involvement of parents in district planning, as well as various aspects of school operations and student learning.

Activities	By (date)	Who is responsible?

☐ The school district will continually communicate plans to foster the following parent roles:

1) parents as teachers;
2) parents as communicators between home and school;
3) parents as learners;
4) parents as advisors, decision makers and advocates; and,
5) parents as school supporters and volunteers.

Activities	By (date)	Who is responsible?

☐ Where the need warrants, the school district will initiate a program of family intervention specialists to provide assistance to families that are dysfunctional and cannot lend even minimal support to their students' education.

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?

☐

Activities	By (date)	Who is responsible?